

# How to Start a Slow Food in Schools Project







<b>Introduction .....</b>	<b>2</b>
<b>Section 1: Getting Started .....</b>	<b>3</b>
• Why Start a SFIS Project?	
• How do I Start a SFIS Project?	
<b>Section 2: Some Types of Projects .....</b>	<b>12</b>
• Farm to School	
• Schoolyard Gardens	
• Community Gardens	
• Cooking Classes and Taste Education	
• After-School Activities and Extra-Curricular	
• Farm Tours and Market Tours	
• Collaborations	
<b>Section 3: Funding Guidelines .....</b>	<b>15</b>
<b>Section 4: Model Projects .....</b>	<b>17</b>
• Edible Incredible/ Le Coeur d'Agnew	
• Lettuce Eat Salad	
• Ecole La Verendrye Cafeteria	
• Sir Winston Churchill C&VI 100K Day	
• A Good Lunch	
<b>Section 5: Resources .....</b>	<b>22</b>
• Garden Resources	
• Farm to School and School Meal Reform Resources	
• Food Integrated Curriculum and Cooking Resources	
• Funding and Sponsorship	
<b>Acknowledgments &amp; Contact Information .....</b>	<b>27</b>





This guide is designed to help project leaders, both emerging and established, develop Slow Food in Schools (SFIS) projects in a way that best suits the communities involved, the resources available, and the goals of the participants.

These guidelines provide information on how to conceptualize a project, details for laying groundwork, ideas for different types of projects, suggestions for budgeting and funding, resources for curriculum, activities, and assistance. It also includes a section of “model projects”, existing SFIS projects which exhibit excellence through their successes, both in their stated goals and their ability to self-sustain and grow to meet the needs of the school system and the larger community.

Please keep in mind that this guide is purposefully broad, covering many diverse aspects of implementing and maintaining a SFIS project. Some projects will grow well beyond the scope of this guide and others will only make use of bits and pieces. In either case, please use this information as best as you see fit.

This guide is meant to be used in conjunction with communication with Slow Food Superior (SFS). Please share your ideas, plans, and questions with SFS members. This type of communication helps us improve the entire SFIS initiative as we work to provide the projects with as many materials and resources as possible.

Best of Luck!





A graphic for 'Section One' consisting of a large orange rectangle on the left and a smaller dark brown rectangle on the right, both with white text.

## Section One

# Getting Started

---

### In this section:

A general step-by-step guide for initiating, planning, funding, evaluating and ensuring the longevity of your SFIS project.

---

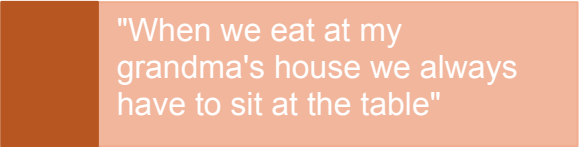
### What is a SFIS project?

SFIS projects can take many forms but they all emphasize the principles of the Slow Food movement: Good, Clean and Fair. Good as in a fresh and flavoursome seasonal diet that satisfies the senses and is part of our local culture. Clean as in food production and consumption that does not harm the environment, animal welfare or our health. And finally, fair accessible prices for consumers and fair conditions and pay for small-scale producers.

SFIS projects are about making connections to the pleasures of food, our diverse food traditions and to regional food production. Most people want to be healthy, caring, environmental stewards

that respect the rights of people who produce our food. Ideally, SFIS projects empower us to live out these Good, Clean and Fair principles.

Many SFIS projects happen through partnerships with local organizations and food producers and with the support of community members, school administration, educators, parents and food service workers. However big or small, SFIS projects combine two key elements: food literacy and pleasure. We encourage students to trust their taste and empower them to connect to their food in more meaningful ways.

A quote box with a dark brown background and white text.

"When we eat at my grandma's house we always have to sit at the table"



## Why start a SFIS project?

Children and youth spend a lot of time at school. Outside of the home and family, school is one of the primary influences in their lives. The food environment, or culture within the school, has an enormous impact on the development of their food philosophy and how they make food purchasing and consumption choices. If the purpose of education is to prepare our children for their future, it would follow that education around how to look after their bodies, minds and spirits in relation to their food consumption is a critical part of that learning process. Families are no longer the only place where this education occurs; too often food education is lost in the shuffle of work, meetings, extra-curricular activities with the gaps filled in by industrial food advertising and fast food culture. SFIS projects aim to empower children and youth to make sensible and rewarding food choices.

## How do I start a SFIS project?

Below is a step-by-step guide to help you develop a SFIS project. It will be up to the project initiators to navigate the opportunities, obstacles and needs that the school community presents. It is important to start small, but have a clear vision or goal of what it is that you

A lot of the “results” of the project come out of the dialogue that happens as you are making connections.

hope the project will achieve. This goal can be concrete, for example, to see more local food in a cafeteria, or to develop mealtime routines at the school that allow for a pleasurable eating environment. Alternatively, your project could be one that educates children about food advertising and media literacy in order that they better understand the forces influencing their food choices. A lot of the “results” of the project come out of the dialogue that happens as you are making connections.



### Nine Steps to Starting a Slow Food in Schools Project

---

1. *Assemble a SFIS Team*
2. *Target the need in your community*
3. *Draft a proposal*
4. *Establish a relationship with the school*
5. *Write a timeline*
6. *Raise funds*
7. *Implement the project*
8. *Evaluate*
9. *Look to the future*

It is important to remember that the process can be as rewarding as the outcome. There can and will be barriers and other challenges to overcome, but managing these factors is part of the work of the project.

#### **Step 1: Assemble a group of interested people.**

Before the first meeting initiate discussions with students, administrators, parents, school staff, community members, cooks and food producers (or any other interested parties) in order to evaluate the level of interest in the school community and lay the foundation for the project. Try to gather a diverse group of people and engage anyone who is interested and can offer a useful skill set. By including members from outside the immediate school community, you help to ensure the long- term success of the project. Keep track of any interested people you encounter and collect their contact information. Establish clear roles and expectations among the members of the

committee, including an outline of realistic time commitments for both volunteers and school employees.

food culture. SFIS projects aim to empower children and youth to make sensible and rewarding food choices.

#### **Step 2: Identify what type of project will most address the need in your school.**

Conduct a basic needs assessment to gather as much information as possible about what project would benefit the school most. Some questions to think about: What is the present awareness of the staff, students and parents about food, ecological, environmental and agricultural issues? Is there already a space for a school garden? Are there cooking facilities at the school? What is the average household income? What percentage of the children shows signs of poor eating habits? Are there any food programs already in place that can be enhanced?

Using the information you have collected, determine which element of a SFIS project would be most relevant to your location



Remember that there is always room to grow, so start small and set goals that can be accomplished.

and makes the best use of your volunteer resources - i.e. after school cooking program, school garden, hot lunch program, integrated food curriculum. Remember that there is always room to grow, so start small and set goals that can be accomplished. This will not only motivate participants but lay the foundation of success on which to build.

Explore collaborations with other organizations or programs. When joining up with an existing project, be creative in how you incorporate the values of Slow Food into the programs. For example, work

with the school nurse on the Nutrition Tools for Schools through the Thunder Bay District Health Unit, defining the goals to include more of the Slow Food principles of Good, Clean and Fair.

Learn about other projects similar to yours (check the resource list or contact Slow Food Superior to find out about other projects). Use their experiences to guide the formulation of your own project.

### Step 3: Draft a proposal

Once your committee has determined the need within a school for a SFIS project, and the best type of project to address that need, write a proposal. Keep in mind that this can change as the project evolves, so keep it simple. Start with a **mission** that clearly and concisely states the conceptual and philosophical goals of the project. Put words to your vision for the project.

- Define the type of project. Illustrate how the project will address the needs of the school and how it will make use of resources available.
- Define the scope of the project. It is important to decide what grade levels will be included, when the project will operate, who will play what role in overseeing the project.
- Assess what materials you will need. Identify the resources already in place (e.g. outside tap, inspected kitchen) and list those that you will need. Include both the physical (e.g. tools, soil, mulch,



## Section One: Getting Started

dishes, etc) and the less tangible (e.g. volunteers, keys for storage areas, method of communication).

- Draft a budget. Be creative about possible funding sources and determine what could be donated (e.g. tools, time, mulch, garden produce, divided herbs, etc.)
- Plan a small and simple fundraiser. Not only will this build financial support, but it will also introduce the project to the larger community. Ideally it would be fun, social, attract a wide variety of community members and allow an opportunity to discuss the project with attendees.

### **Step 4: Establish a relationship with the school**

Engage school staff to ensure reciprocation and cooperation. Everyone in the school should be considered a potential supporter of the project, from teachers and principals to custodians and secretaries. Remember it is their workplace and you require their support as much as

they require yours.

At least one representative from the school should already be on your committee, but it is important to maintain a relationship with those who aren't. Identify as many people as possible

within the school and school board who might be interested in your ideas. Reach out to other community organizations to recruit interested parties (e.g., health unit, cooking instructors, gardening groups, ecological groups, farmers, etc).

Request an opportunity to speak to the staff at a staff meeting in order to present your vision and goals. Invite feedback and discussion. Ask to speak to the school council about the project. Request a way to communicate with parents through inclusion in the school newsletter, bulletin board space etc.





Discuss school policies regarding volunteers, photography, liability, union issues, and presence on school property during non-school hours, etc.

**Step 5: Write a timeline for implementation.**

Timelines are important for keeping the momentum of the project. Key events should be included such as: realization of start-up funds, approval from the school administration, formation of a committee and meeting schedule, opening ceremony, and a plan for the school year (e.g., garden planning, harvest).

"I told my mom I don't want Lucky Charms because it turns the milk green. I never noticed that before but now I worry about what is in there."

After the program is in effect, keep meeting as a committee regularly to oversee progression of the program and keep pursuing new funding sources.

**Step 6: Raise Funds**

Ideally, there will be a continuous funding supply, so that each step of the project isn't held up by prior funding delays. It is good for the momentum of a project if there is a

small funding "cushion" in place. Engage Slow Food members, the school community, local businesses, and organizations in fundraising efforts to provide enough seed money to initiate the project. Some questions to help guide where to target funds:

- Who are the stakeholders in your SFIS project?
- How could helping your project benefit the donor?
- Who are the people who care most about the project and the larger issues at hand?
- Who can be convinced?
- What will be the impact?

Of course, the means of raising funds should fit with the mission of the project (e.g., does a hot dog roast fit with the mission of a SFIS project?). Fundraising can be a problematic area in terms of food and consumer culture. Energy put towards fundraising in sustainable ways that build community can advance your project even if the funds raised are modest. It is an





opportunity to “walk the talk” and model alternative solutions to funding dilemmas.

#### **Step 7: Implement the project.**

Start small. Experiment with different ideas/lessons/plans slowly over time, in order to test the effectiveness and feasibility of each concept or stage. Maintain the planned focus of the project in stages, so as not to get overwhelmed. For example, if the original model of the project is to build a school garden that will be visited by the students on a weekly basis, do not try to implement a cooking program until the first stage proves to run smoothly.

Consistently engage with committee members, participants, and school officials to gauge the progress, success and challenges of the project. Try to maintain open communication with all of the project stakeholders.

#### **Step 8: Evaluate.**

Use assessments from the resource list or create your own to gauge the effectiveness

of your program. Some questions to consider might include:

- What are the strengths and weaknesses of the program?
- What goals were met and where did the program fall short?
- What ideas are there for future growth?

Send evaluation forms to parents, teachers and involved members of the community. Don't forget to have the students evaluate the program as well. Also, look to non-communicated indicators of success such as; healthier school lunches, more involvement from parents and the community or more interest in having vegetable gardens at home, in order to evaluate the positive impacts of the project.

#### **Step 9: Look to the future**

Upon achieving a comfortable level of efficiency, look to where improvements or changes need to be made to ensure the longevity of the project. Ask yourselves questions like:



## Section One: Getting Started

- How much money needs to be raised to keep the project going at the same level?
- Do you want to introduce other elements to the program?
- Can you implement training for others who can carry on the project when the current leaders are no longer involved?
- Are there others who would be interested in becoming involved in the project?

Document! Take pictures, chart progress and create fact sheets and promotional materials that can be distributed. Promote yourself. Let the community know what you are doing.

Stay involved with the larger Slow Food Superior community. Inform Slow Food Superior members of your progress and dialogue with other project leaders to educate each other.





## Section Two

### Some Types of Projects

---

#### **In this section:**

A description of a variety of potential projects ranging from schoolyard gardens where students grow food for use in the cafeteria, to cooking classes that develop culinary and cultural awareness.

---

#### **Farm to School**

A Farm to School project involves contracting small, local farmers to provide food for school cafeterias. Farm to School projects vary widely, mostly depending on the agricultural season and types of produce grown. While it is true that in Northwestern Ontario there will be greater access to farms and their products in the spring, summer and fall; the winter is a great time to have a farmer as a guest speaker or participant in another school project. There are great possibilities for building curriculum around the elements of Farm to School programs including



nutrition education, farm visits, and cooking classes. Farm to School programs teach students not only how nutritious and delicious fresh local produce can be, but also how farms play an important role in a secure, sustainable community food system.

#### **Schoolyard Gardens**

Schoolyard gardens provide amazing opportunities for learning. Appropriate for all age levels, the same garden can offer curriculum opportunities for kindergarten students about color and counting while high school students study photosynthesis and composting. They provide produce to be used for cooking or Family Studies classes, a salad bar, or perhaps a harvest meal, depending on the size of the garden. Garden beds are ideally located at the school (or could be shared amongst neighbouring schools) and can be in-ground or raised beds depending on the space available. Other considerations include: exposure to



## Section Two: Some Types of Projects

"I'm hungry, hey maybe I'll have some sorrel".

the sun, water availability and upkeep of the garden outside regular school operations (e.g., summer holidays). The supplies, such as seeds and tools, can often be obtained through donation, perhaps from a local hardware store, nursery, or from the school community. There are numerous garden-based curriculum plans available for all age levels to help plan activities. Schoolyard gardens are a great way to compliment the Healthy Food & Beverage Policies implemented by the Ontario Ministry of Education (September 2011). Relying on the expertise of parents, guardians, grandparents, aunts and uncles is an opportunity to learn from experience and facilitate intergenerational communication.

### **Cooking Classes and Taste Education**

Cooking and taste education classes are a great way to expose children and youth to different types of foods and educate them how to prepare them. The focus should be

on seasonal, local foods and simple recipes that the students can replicate at home. Diversify the classes to include tastings (experiment with honey, cheese, or varieties of vegetables), visits to local farms, and guest chefs as teachers. They can meet once a month, or once a week, depending on time and resources. Invite families to participate, highlighting the importance of continuing taste education and the use of fresh, local and delicious foods at home. Offering cooking classes and taste education is also a great way for Slow Food members to collaborate with other organizations that may already offer after-school or meal programs. The meals produced through these cooking classes could be compiled to create a cookbook as a useful tool, keepsake or even as a fundraiser.







### **After-School and Extra-Curricular Activities**

Be creative! After school programs can be very specific, focusing solely on a schoolyard garden, or very broad, incorporating farm tours, cooking classes, tastings, ecology lessons, and art projects. Some schools, community groups and organizations already have the resources and infrastructure in place for after-school programs, so these can be starting points for a SFIS project.

### **Farm Tours and Farm Market Tours**

Touring local farms and farmer's markets provides an excellent way to spark childrens' interest in food and food production. Aspects of the farm or farmer's market can then be integrated into the daily curriculum, such as cooking with vegetables grown at a local farm, learning about the history of farming in the region, enacting a mock-farmers market in the classroom, or perhaps inviting the farmers to the school for a reciprocal visit. Senior

high school students could also be given an assignment or taken on a field trip to visit the farmer's market.

### **Collaborations**

Collaborating with an existing project or another organization is a great way to initiate a project without starting completely from scratch. This includes working to enhance the guiding philosophy of a project aligned with Slow Food's principles: Good, Clean and Fair. Collaboration can be as simple as involving Slow Food Superior members, or hosting fund raising events that offer Slow and healthful alternatives. Other collaborations include working with farms (and farmers) or restaurants (and chefs) to offer educational opportunities; through cooking classes or field trips; working with community organizations on food and garden oriented service projects.

You could promote the Slow Food philosophy amongst the staff community by offering Good, Clean and Fair food at



## Section Three



## Funding Guidelines

---

In this section:

An outline for protocol, sources of funding and other suggestions when applying for these funds.

---

Slow Food Superior has developed some simple guidelines for schools applying for micro-grants from their convivium. The philosophy behind micro-granting is to provide start-up or seed money that will in turn, create long term sustainability and viability of projects. For example, a school might apply for \$90 to buy a large, good quality soup pot so that students can make soup from local ingredients and serve it to the school as a fundraiser.

Schools are invited to apply for micro-grants up to \$100 per project. In order to be considered for a micro-grant, please submit a letter that includes the following information:

- Name of your project.
- An outline of your project including a list of partners.
- How does your project correspond or align with Slow Food values and ethics?
- Total cost of your project.
- Amount you are requesting from Slow Food Superior.
- If other funds are required, how will you be raising these?
- How this micro-grant will contribute to the longevity of your project?

If you are applying for other sources of funding, there are many different approaches you may consider. Applying for local funds for smaller projects will often be enough to initiate your project. Additionally, every school is comprised of a diverse student and parent community. Calling out to parents for resources like materials, skills, and sponsorships can be very rewarding.



### Section Three: Funding Guidelines

Going beyond a local campaign, applying for funding from organizations requires time and diligence. Most funding organizations are project based and have a certain set of values and aims they will want you to include in your project. Make sure you are not just going where the money is and changing your goals or values for every organization that is offering money.

We hope that you will endeavor to embody the values of Good, Clean and Fair throughout the entirety of the project, including fundraising. Raising money can be a huge undertaking, and sometimes the aims and values of the project get lost in the midst of such an endeavor. Being realistic about your time, financial needs, and other resources will help you to develop a project that is within your means. There is nothing wrong with developing your project in stages, and making do with what you have – in fact, we highly encourage it!





## Section Four

### Model Projects

---

#### In this section:

A description of completed or ongoing projects from local schools. These examples are intended to provide inspiration and a starting off point for new projects, but do not need to be modeled explicitly.

---

#### **Edible Incredible/ Le Coeur d'Agnew:**

Agnew H. Johnston's school garden began with a mission: To create a garden that is completely integrated into the school's curriculum. Students will be involved in all aspects of the garden as a means of awakening their senses and encouraging awareness and appreciation of the transformative values of nourishment, community, and stewardship of the land.



In 2008, the first year of the project, a Garden/Nutrition Committee was formed to manage the development of the garden. A Five Year Plan was developed that implemented a gradual approach to the

garden construction and integration into the school curriculum. The garden began with successful funding applications to the Evergreen Foundation and the parent council. When funding was secured, four raised beds were constructed and planted. In the fall of 2008, the student body enjoyed Stone Soup made from the spoils of the harvest.

By the end of year two, the Five Year Plan needed to be accelerated to accommodate the enthusiasm of the committee and to create a bigger impact in the school community. The neighbouring high school shop class constructed a garden shed, a rolling composter was purchased and two adapted raised beds were built. Several new beds were added and a perennial herb and edible flower garden was created.

Today, the grade six class is responsible for managing the garden: soil prep, planning, planting, maintenance and



harvesting. Currently, one parent volunteer from the garden committee joins the grade six class for one hour per week. During winter months, sustainable food literacy is explored through discussion and multimedia resources as means to bring these topics to life. Some of the themes discussed include citizenship, media literacy, family food traditions, explorations of the various food systems in the world, biodiversity, corporate ethics and more. There are also "hands on" activities such as sprouting, classroom tastings and cooking skills.

"Edible Incredible" is an interdisciplinary learning environment where students can engage in hands-on learning about where their food comes from and the ethics surrounding food choices.

Jennifer Lailey - laileyjen@gmail.com,  
(807) 939-2170

Jodi Belluz - jodi@belluzfarms.on.ca,  
(807) 577-8591

**Lettuce Eat Salad:** The goal of the Superior CVI 'Lettuce Eat Salad' Salad Bar project is to create more opportunities for young people to experience healthy food options. A student's experience of food in a high school is often limited to what is being sold from the cafeteria and from the convenience food outlets located within walking distance of the school. A salad bar is a



simple but effective solution to expose young people to a variety of new foods such as arugula, chickpeas, and elk sausage. Additionally, it engages students weekly in the preparation of fresh salads and grain products, such as biscuits, muffins, pasta or salads. The Superior Salad Bar Project aims to counteract the culture of fast food that is present in High Schools, often not at students' request, but



The philosophy of the salad bar is to 'offer, not serve'; so that students can choose the new foods they would like

at other people's assumption that students will only eat fast, fried food.

Students from the Foods and Nutrition classes prepare the food and some students are completing volunteer hours by organizing the Salad Bar. The philosophy of the salad bar is to 'offer, not serve', so that students can choose the new foods they would like to try and the different salad combinations they would like to create. In the spring and early summer the focus is on buying local produce whenever possible. Each week the salad bar is attended by 80 to 120 students.

Food costs are approx. \$1000 to run the program for 8 weeks, this is funded through school and community grants.

Nancy White –  
nancy\_white@lakeheadschoools.ca  
(807) 768-7284

**Ecole La Verendrye Cafeteria:** The La Verendrye School Cafeteria is a school run

lunch and breakfast program that serves 50 to 80 students and staff per day. The food is prepared by the students who are following Canada's Food Guide and the new Food and Beverage Policy for schools. This interdisciplinary program is executed by three classes: Becoming a Manager, Hospitality and Tourism and Food and Nutrition. Using the course curriculum the students manage the cafeteria as a small business. The principal provides the initial startup funds and the program is funded through food sales for the duration of the year. The students who run the cafeteria receive a free lunch.

The weekly menus, grocery lists and tasks for the cafeteria are created by the students. Generally, the teacher does the grocery shopping on Monday mornings, but early in the semester the students participate in a shopping field trip. Where possible food is purchased from local producers -beef is ordered from a local farm and root vegetables are purchased in



bulk from the Thunder Bay Country Market in the fall. In addition to the teacher and classroom students, two students are hired to do the dishes during the lunch hour. As well as classroom learning, the students take the Safe Food Handling Course offered by the Thunder Bay District Health Unit at the beginning of the year. The participating students also complete one community work placement that allows them to further develop their skills in the kitchen.

Nathalie Bedard – [nbedard@csdcab.on.ca](mailto:nbedard@csdcab.on.ca)  
(807) 345-2662



#### **Sir Winston Churchill C&VI 100K**

**Day:** The 100K day is an annual event at Sir Winston Churchill C&VI where students in the Environmental Science classes purchase local produce and meat from farmers markets and local farms within 100 km of the school. Typically there are 2 or 3 classes

or 20 to 40 students participating. They prepare meals such as: stew, pizza, bannock, salads and flatbreads over an open fire or in a makeshift outdoor brick oven (all the while praying it doesn't collapse until after the food's been taken out...). Students are responsible for planning the event, collecting the ingredients, and cooking and cleaning. There is terrific support from the school's cafeteria staff, which includes: supplying pots and plates, recipe advice and cleaning. A future goal is to establish a strong community garden at the school so much of the produce can be grown on campus.

Jason Pilot -  
[Jason\\_Pilot@Lakeheadschoools.ca](mailto:Jason_Pilot@Lakeheadschoools.ca), (807) 473-8100

**A Good Lunch:** The goal of the hot lunch program at both schools (Agnew H Johnston & Valley Central) is to provide an alternative lunch option for students that is; healthy for their bodies, healthy for our



environment and supportive of local farmers and food producers. The program focuses on: using locally grown products or those sourced from Ontario, Manitoba or Canada as a next best choice, whole grains, products with limited or recycled packaging and strictly limiting or avoiding processed ingredients. Recipes are selected based on student preferences (survey done each year) and a reflection of ethnic diversity within the school community. A Good Lunch program is managed through a subcommittee of the Garden/Nutrition committee and the current goal of the program is to provide five lunches during the course of the school year. Parent volunteers take turns being “leaders” of the lunch. Lunches are prepared and served by a group of 3-4 parents guided by the leader. Cooked lunches are prepared in parent kitchens that have been inspected and certified by the Thunder Bay District Health Unit. A “how to” binder was created to assist the leader with planning, creating order forms

and any other necessary administration. A basic post-lunch report is created by the leader that includes the recipe used and any suggestions or changes for the future.

Jodi Belluz – [jodi@belluzfarms.on.ca](mailto:jodi@belluzfarms.on.ca), (807) 577-8591





## Section Five

## Resources

---

In this section:  
Websites, publications, funding sources, and curriculum to help support existing projects or spark new ones.

---

### Garden/Garden Curriculum Resources

#### Websites

[www.evergreen.ca](http://www.evergreen.ca)

A great website for teaching resources for all grade levels, as well as funding opportunities.

[www.lifelab.org](http://www.lifelab.org)

A popular, hands-on science elementary school curriculum from Life Lab Science Program. Website also includes workshops, events, and project models. K-5

[www.kidsgardening.com](http://www.kidsgardening.com)

Major resource for youth gardening and school gardens including curricula, tool kits, supplies, grant information, and technical support. Great for teachers who already have established gardens and also for parents looking to support projects. Website hosts a registry of schoolyard

garden projects across the country. K-8

[www.agclassroom.org](http://www.agclassroom.org)

This webpage is an amazing resource for teachers. This USDA run website provides an extensive resource list for agriculture in the classroom, K-8 educational materials, and downloadable curriculum guides. K-8

[www.communitygarden.org](http://www.communitygarden.org)

National networking organization that promotes community gardens and offers online resources for starting a community garden. K-12

[www.hort.cornell.edu/gbl/](http://www.hort.cornell.edu/gbl/)

Resource for garden based learning, from seed to harvest, for youth and adults from the Cornell University Department of Horticulture. Great activities, lesson plans, publications, and evaluation resources. K-12

[www.gardenmosaics.cornell.edu/](http://www.gardenmosaics.cornell.edu/)

Garden Mosaics is a project that combines science education with gardening, intergenerational mentoring, multicultural understanding and community action. In addition, great science and action project resources as well as interactive components are also available. K-12

[www.ahs.org](http://www.ahs.org)

A tremendous resource on youth gardening from the American Horticultural Society including curricula, supplies, grants, and







## Section Five: Resources

educational materials. 3-8

[www.edibleschoolyard.org/homepage.html](http://www.edibleschoolyard.org/homepage.html)  
The Edible Schoolyard, in collaboration with Martin Luther King Junior Middle School, provides urban public school students with a one-acre organic garden and a kitchen classroom. Using food systems as a unifying concept, students learn how to grow, harvest, and prepare nutritious seasonal produce. Experiences in the kitchen and garden foster a better understanding of how the natural world sustains us, and promote the environmental and social well being of our school community.

### Publications and Curriculum

Natural Curiosity: A Resource for Teachers Building Children's Understanding of the World Through Environmental Inquiry  
Visit [www.naturalcuriosity.ca](http://www.naturalcuriosity.ca) for ordering information.

Teaching Green: The Elementary Years  
Visit [www.greenteacher.com](http://www.greenteacher.com) for ordering information.

Earthfriends: The Whole Story of Food  
Inquiries should be directed to: Nutrition Education Resource Project PO Box 1054 Cathedral Station 215 West 104th St. NY, NY 10025 K-6

Getting Started: A Guide for Creating

School Gardens as Outdoor Classrooms  
Visit [www.ecoliteracy.org](http://www.ecoliteracy.org) for more information K-12

The Edible Schoolyard  
Visit [www.edibleschoolyard.org](http://www.edibleschoolyard.org) for more information

Food First Curriculum  
Visit [www.foodfirst.org](http://www.foodfirst.org) for more information

SchoolYard Ecology Guidebook  
Available at [www.farmtoschool.org/tools.htm](http://www.farmtoschool.org/tools.htm)

Worms Eat My Garbage  
Available at [www.magicworms.com](http://www.magicworms.com) K-12

The Kids Gardening website ([www.kidsgarden-ing.com](http://www.kidsgarden-ing.com)) has a host of resources. Below are some of our favorites:

Cultivating a Child's Imagination Through Gardening K-6

The Children's Kitchen Garden: A Book of Gardening, Cooking and Learning K-8

Green Thumbs: Teaching Children the Joy of Gardening K-8

Sowing the Seeds of Success: How to Start and Sustain a Kids' Gardening Project in Your Community K-8





## Section Five: Resources

Digging Deeper: Integrating Youth Gardens Into Schools and Communities K-8

Beyond the Bean Seed K-8

Steps to a Bountiful Kids Garden K-12

Seeds of Change: Learning From the Garden K-12

### **Farm to School/School Lunch Reform Resources (appropriate for all ages)**

#### Websites

[www.foodshare.net](http://www.foodshare.net)

Foodshare is a project run out of Toronto and includes many different aspects of food security and education. In particular they have developed a Salad Bar program and manual that can be purchased from their website.

[www.farmtoschool.org](http://www.farmtoschool.org)

A fantastic resource for developing a farm to school program. Website includes a resource pack, evaluation tools, links to established programs, events schedule, and funding opportunities.

[www.foodsecurity.org](http://www.foodsecurity.org)

Website for the Community Food Security Coalition. Another great resource, providing support for establishing a farm to school program. Great list of organizing tools, as well as case studies and funding

links.

[www.chefann.com](http://www.chefann.com)

Chef Ann Cooper is a “renegade lunch lady” who helps schools restructure their meal programs to offer more locally grown, sustainable, healthy foods. Her website contains links, information about her work and how to contact her.



[www.ecoliteracy.org/programs/rsi.html](http://www.ecoliteracy.org/programs/rsi.html)

The Center for Ecoliteracy presents a comprehensive guide, Rethinking School Lunch, for revamping school lunch programs by addressing issues of health, education, and well-being. Also available on the website is the Thinking Outside the Lunchbox series, an on-going collection of lectures extending the scope of the Rethinking School Lunch guide.

A great resource!

[www.localharvest.org](http://www.localharvest.org)

An online database of farms, farmers, food producers, and farmer’s markets searchable by location. A great way to connect with local producers in finding resources for a Farm to School program.

#### Publications and Curriculum





## Section Five: Resources



The Farm to School website ([www.farmtoschool.org/pubs.htm](http://www.farmtoschool.org/pubs.htm)) has an enormous database of materials ranging from case studies to evaluation tools to “how to” manuals to resources for connecting schools with farmers. A must visit website for any project leader!

The Community Food Security Coalition also has some great resources available on their website ([www.foodsecurity.org/farm\\_to\\_school.html#publications](http://www.foodsecurity.org/farm_to_school.html#publications)).

### **Food-Integrated Curriculum/Cooking Resources**

#### Websites

##### [Nourishlife.org](http://Nourishlife.org)

An educational initiative designed to open a meaningful conversation about food and sustainability, particularly in schools and communities.

##### [www.kidchef.com](http://www.kidchef.com)

A kid-friendly resource for cooking with kids including recipes and frequently asked questions. K-8

##### <http://www.cbd.int/ibd/2008/resources/teaching/>

From the Convention on Biological Diversity: A great resource for discussions around biodiversity and agriculture with an

online web portal for elementary students and five accompanying lesson plans for educators. Developed in Montreal.

#### Publications

##### To the Origins of Taste – Food & Sensory Education

An interactive lesson on exploring the five senses to better taste and understand taste. Developed by Slow Food International, it is available to download in multiple languages online at [www.slowfood.com/education/welcome\\_en.lasso](http://www.slowfood.com/education/welcome_en.lasso)

##### Healthy Food from Healthy Soils

A hands-on, creative curriculum guide spanning food production, taste education, food and culture studies, and waste management. K-6. Available from Tilbury House Publishers, [www.tilburyhouse.com](http://www.tilburyhouse.com), major textbook distributors, and Amazon.

##### Food is Elementary

A fantastic resource of lesson plans and activities involving all five senses. K-8. Visit [www.foodstudies.org](http://www.foodstudies.org) for more information and to purchase.

##### Kids Cook Farm Fresh Foods

A collection of recipes and activities based on seasonal produce. Available from the California Department of Education, [www.cde.ca.gov/cdepress](http://www.cde.ca.gov/cdepress).



## Funding and Sponsorship

### Less than \$500

Ask local businesses or start a letter-writing appeal. Also, contact Slow Food Superior as we can offer some micro-grants to start-up programs.

### Under \$10,000

Try to accumulate money through local businesses, non-profit organizations and events.

Many national businesses offer local grants or sponsorship through their individual store locations. For example, Patagonia, The Home Depot, and Toyota, all offer support to local endeavors through their retail stores. Contact the owner (for small businesses), or the marketing director (for large) to find out how they give back to their communities.





Written by Jennifer Lailey, Leigh Potvin, Marianne Stewart and Erin Beagle for Slow Food Superior.

Concept and design layout from the Slow Food USA publication Slow Food in Schools, which was written by Cecily Upton, Elizabeth Solms, and Cerise Mayo and designed by egg, Seattle and Tim Sanders.

Photography by Jennifer Lailey, Erin Beagle, Jodi Belluz and Meg Sheepway.

**Special Thanks to:**

Jason Pilot  
Nancy White  
Nathalie Bedard  
Jodi Belluz  
Slow Food USA



**Contact us:**

Slow Food Superior  
[www.slowfoodsuperior.ca](http://www.slowfoodsuperior.ca)  
[info@slowfoodsuperior.ca](mailto:info@slowfoodsuperior.ca)